CYFAR

Children, Youth,
and Families
At Risk
Program

2001 Annual Report

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CYFAR Annual Report Executive Summary

Through a Congressional Appropriation, the Cooperative State Research, Education, and Extension Service (CSREES) in the US Department of Agriculture has, since 1991, supported the national Children, Youth, and Families at Risk (CYFAR) Initiative. CYFAR provides leadership and funding to State Extension Services in Land Grant universities for community projects which are focused on at-risk audiences, research-based, collaborative, and committed to self-sufficiency at the end of five years of federal funding. CYFAR also funds a broad array of technical assistance, training, and program resources for community programs. Most of the CYFAR resources are multi-university collaborations such as CYFERnet, the CYFAR Conference, and even this annual report which summarizes accomplishments in 2001.

In 2001, CYFAR supported State Strengthening and New Communities Projects in 50 states and 3 territories. These projects provided technical assistance and training for community based programs for at risk youth and their families in 287 local sites. The projects also implemented strategies to strengthen statewide Extension capacity for programming for at risk populations. Using Organizational Change Survey data from 22 states, the CYFERnet--Evaluation team has determined that the majority of states have either maintained or increased their capacity to support CYFAR work. These data lend strong support for the integration of CYFAR programming into base Extension programs and for sustained support at the state level. CYFERnet--Evaluation also completed another round of the Youth at Risk (YAR) Sustainability Study showing that 75% of the original YAR projects are sustained four years AFTER the end of their five years of federal

funding. Furthermore, a large percentage of the sustained projects are operating at the same level or are expanded at this time. Most have sufficient funding in place to predict future continuity.

CYFAR created its first ever on line reporting system for year end reports that come in from all states. Now that the data is posted, the public can access narrative reports and information from all state and community projects, and CSREES can efficiently produce reports on a wide range of subjects - ethnic, geographic, age, program topic or delivery mode as well as computer installation, internet connectivity, and technology trainings with data aggregated from all the state and community projects.

CYFERnet--Program team worked with the Extension Cares Initiative to add a fifth CYFERnet Editoral Board to focus on school age programs and resources. This Program team also sponsored a broad range of interactive training sessions on topics relevant for CYFAR programs. CYFERnet--Technology team completed an updating of the CYFERnet web site and developed a data base that will make posting and retrieving materials much more efficient for users. This team also provided extensive technology training for Extension and military participants at the CYFAR 2001 Conference and supported the national technology team in planning another youth technology conference in Summer of 2002, which will invite CYFAR program youth and Army youth. CYFAR also supported the Healthy People, Healthy Communities Initiative, including the NNH web site and collaboration with the CYFERnet Editorial Boards and the Priester Health Conference.

In 2001, CYFERnet was awarded a four star rating by Tufts University Child and Family Web Guide. The WebGuide evaluates sites that present substantial research-based information about numerous topics in child development.

Hawaii:
A father and daughter enjoy color blocks at KAMP - Kindergarteners Are Most Precious.

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Seven hundred fifty Extension staff, administrators, collaborators, and military youth and family program staff participated in the CYFAR 2001 Conference which introduced interact sessions and research lectures for the first time. CYFAR hosted a meeting for Air Force Family Advocacy Outreach Managers and Extension Family Consumer Science faculty from states and counties where there are Air Force bases. This has resulted in programming collaborations on bases.

In response to the terrorist attacks of September 11, assistance was provided to Army in drafting their Mobilization and Contingency Plan. This included strategies for establishing partnerships with 4-H/Extension at the county/installation level and ideas for making Extension resources available to military youth and family staff who are facing challenges of deployment as a result of the terrorist attacks and the war. A site for "Extension/4-H Support for Military Programs" is on the CYFAR web site at www.reeusda.gov/4h/cyfar/. The USDA/Air Force Youth Collaboration Project sponsored a three day conference for partners in 2001 and provided reports of successful collaborations among Family Advocacy, Youth Programs, and 4-H Extension staff which are implementing a wide variety of youth development programs for Air Force youth.
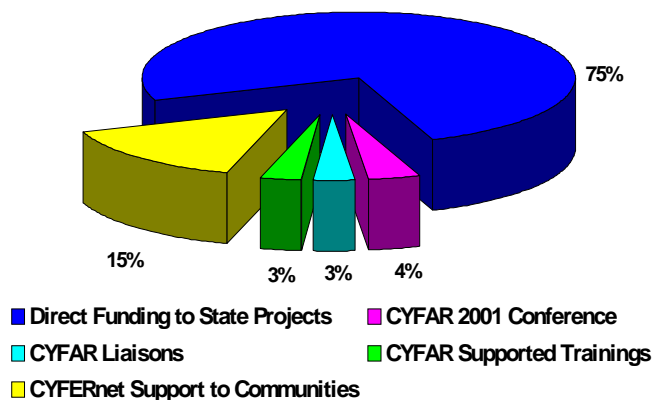
The USDA/Army Youth Development Project was successful in supporting 23 Extension youth and technology professionals who are assigned to Major Commands in Europe, Korea, Hawaii, Georgia, Virginia, and Washington, DC. These teams of specialists provide technical assistance to Army Child and Youth Services staff in the areas of school age accreditation, technology, and in creating 4-H clubs on Army installations. Army expanded the number of required 4-H clubs to 5 per installation worldwide. CSREES sponsored a week long 4-H Army Conference where Army staff from 9 installations and Extension staff from the state/counties of the Army installations

could learn about both organizations and work together on strategies for establishing and maintaining the 4-H clubs on the installations and supporting them in the counties. A Training and Communications Coordinator for the project now works at CSREES to provide support to the Army 4-H goals and provide information to both agencies about the partnership and its resulting programs.

CYFAR Budget

Of the $8,142,048 CYFAR Program budget for 2001, $6,124,918 (75%) funded 27 State Strengthening (STST) projects and 14 New Communities Projects which supported community projects in 287 sites. Matching funds of at least $2,720,000 were provided by these projects. A total of 750 Extension youth and family professionals, Extension Administrators, and collaborators from other organizations and Army and Air Force benefited directly from the $296,000 (4%) spent on the 2001 CYFAR Conference.

FIGURE 1: 2001 Children, Youth & Families at Risk Budget

- ■ Direct Funding to State Projects — 75%
- ■ CYFAR 2001 Conference — 4%
- ■ CYFAR Liaisons — 3%
- ■ CYFAR Supported Trainings — 3%
- ■ CYFERnet Support to Communities — 15%

The remaining 21% of the 2001 CYFAR budget funded a system of support and technical assistance designed to sustain community based

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programs and to institutionalize programming for at-risk audiences within the Cooperative Extension System. CYFERnet - including Program; Technology; Evaluation; Healthy People, Healthy Communities; and Extension Cares Initiative - was funded $1,198,630(15%) in fiscal year 2001. Matching funds of approximately $300,000 were provided by CYFERnet projects in 2001. Cooperative Support Agreements with six CYFAR Technical Assistance Liaisons accounted for $282,374 (3%) of the total CYFAR Program budget. CYFAR support of Adolescent Growth and Development training and 4-H/Army conferences amounted to $231,373 (3%).

CYFAR State and Community Programs

State CYFAR Projects develop community-based programs for at-risk children and families and enhance Extension capacity statewide to serve this audience. In 2001, CYFAR state projects were programming in 177 communities at 287 different sites. Participants were 53% rural, 29% town/city, 13% central city, and 5% suburban.

FIGURE 2: CYFAR Population Served by Geographic Type - Parents & Youth

- ■ Central City ■ Suburb ■ Town/City ■ Rural/Small Town
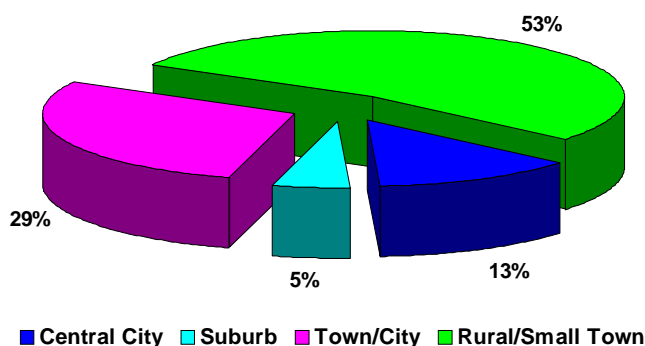
In 2001, approximately 66,000 youth and parents participated in CYFAR programs in urban housing

projects, isolated rural areas, inner city neighborhoods, Indian Reservations, and new immigrant settlements in cities, suburbs, and rural communities. Of the 66,000 program participants, 32% are White, 30% Black, 17% Asian/Pacific, 13% Hispanic, 5% Native American, 3% Multi-racial.

FIGURE 3: CYFAR Population Served by Race/Ethnicity

- ■ Black, Non-Hispanic
- ■ White, Non-Hispanic
- ■ Asian/Pacific Islander
- ■ Hispanic
- ■ Native American/Alaska Native
- ■ Multi-Racial

FIGURE 4: CYFAR Staff by Race/Ethnicity

- ■ White, Non-Hispanic
- ■ Black, Non-Hispanic
- ■ Asian/Pacific Islander
- ■ Hispanic
- ■ Native American/Alaska Native
- ■ Multi-Racial
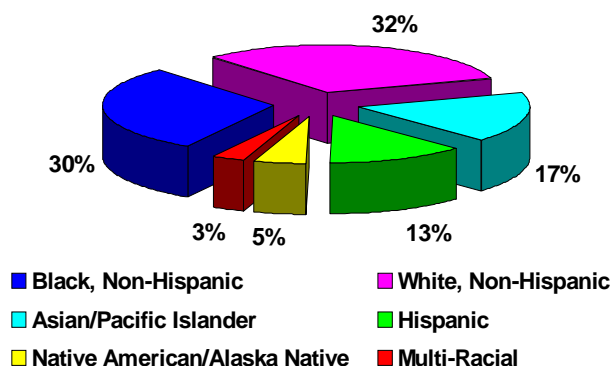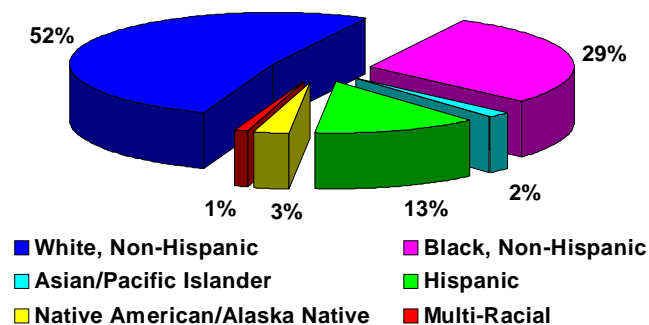
Staff for these programs are 52% White, 29% Black, 2% Asian/Pacific, 13% Hispanic, 3% Native American, and 1% Multi-racial.

Volunteers for CYFAR programs are 48% White, 18% Black, 18% Asian/Pacific, 7% Hispanic, 6% Native American, and 3% Multi-racial.

California:
Students learn about building by making structures using gumdrops.

FIGURE 5. CYFAR Volunteers by Race/Ethnicity

- 48%
- 18%
- 18%
- 7%
- 3%
- 6%

☐ Hispanic
☐ Black, Non-Hispanic
☐ Native American/Alaska Native
☐ Asian/Pacific Islander
☐ White, Non-Hispanic
☐ Multi-Racial
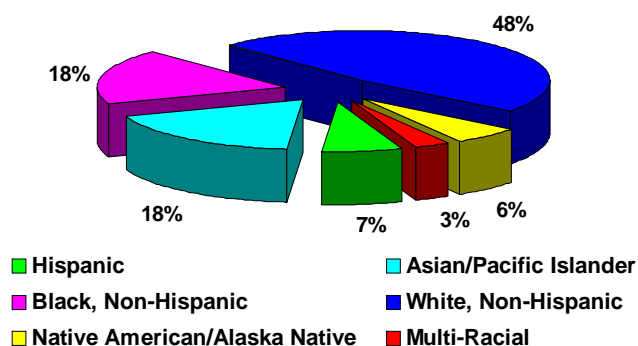
FIGURE 6. CYFAR Participants by Age

- 32%
- 36%
- 9%
- 23%

☐ Parents ☐ Pre-K ☐ Grades K-6 ☐ Grades 7-12
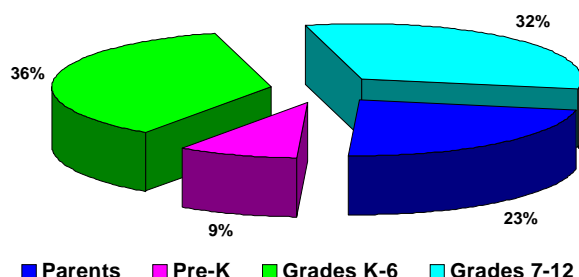
Figure 6 illustrates the age breakdowns of youth participants and shows that 15,607 (23%) of the population served were parents.

The strategies that community based projects employ to reach vulnerable audiences vary according to local needs and assets. Year end reports for 2001 indicate that 116 of the projects provided parent education and 142 of the youth projects provided life skills education. For the most frequent delivery methods and program content areas in the community projects, see the State and Community Projects on the CYFAR web site at www.cyfernet.org/databases/cyfarreporting/Public/default.asp.

In addition to program costs, CYFAR funding also supported computers, technical assistance and technology training to enable community members to access information, programs, and research from universities, CYFERnet, and other community projects. Data from 2001 indicates that the 515 CYFAR funded computers have been matched with 1650 computers funded by other sources. The projects trained 12,336 participants and staff during the year in computer and technology skills.

FIGURE 7. CYFAR Computer and Technology Training

Number of Sites	287
Number of CYFAR Funded Computers	515
Number Connected to the Internet	551
Number of Non-CYFAR Funded Computers	1,650
Total Number of Computers	2,165
Number of Youth Trained	8,442
Number of Adults Trained	3,508
Number of Staff Trained	406
Total Trained	12,336

Youth Involvement in CYFAR Programs

CYFAR programs have always had a strong focus on providing opportunities for children and youth to develop life skills. As CYFAR community projects tap into the rich resources of the local 4-H programs, previously under-served audiences are engaged in many exciting 4-H experiences. Youth are taking the lead in community service activities, working hand in hand with adult partners on community development projects, teaching and mentoring other youth and generally reaping the rewards that 4-H has long provided. It is a two-way partnership as local 4-H programs are reaching audiences in new ways and accessing CYFAR resources to help them increase their effectiveness. CYFAR projects have dedicated

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California:
Children can touch sharks and stingrays during their museum field trip.

much time and energy to integrate programs into Extension youth and family programs in their counties.

Following are examples of CYFAR and Military programs where youth are actively involved in the ongoing 4-H program at county/state levels.

New York Youth Voices Project

The focus of the New York Youth Voices Project is to create an active voice for youth in program determination, implementation, evaluation and policy development. Erie and Jefferson Cooperative Extension Associations have established positive youth development projects in high-need communities for young people, 13-16 years old. In each of these communities, core groups of youth have been formed and are undertaking a variety of projects to increase youth voice and civic participation. Both projects are working locally to support the local Community Development Partnership (CDP) sites formed by New York States Department of Health ACT for Youth Initiative. The Youth Voices project is working in concert with the ACT for Youth sites, responding to CDP planning

A group effort by 4-H Youth Voices participants to build the "For Youth By Youth" web site.

ideas, conducting service learning activities, conducting community assets mapping projects, and administering youth-directed mini grants programs.

4-H Youth Voices participants designed their own project web site. It spotlights a number of the community service projects the Youth Voices group has completed. Working closely with 4-H staff, the youth came up with a visually creative web page. Check it out -www.human.cornell.edu/youthvoices/.

4-H Youth Voices very own Luis on the Move! Luis is doing tricks on his skateboard at Massachusetts Ave Project Neighborhood Outreach Center. Luis loves to skateboard! One of his dreams is to have a Skateboard Park right in the back of the center. His wish just might come true. With collaborative efforts with Flynn Bataglia Architecture Firm, the youth are helping decide the future plans for the center. As part of the Dream It! Design It! Do It! workshop series, Luis will have the opportunity to design a skate park model, and present it to the West Side Planning Team. Future funding for the area hinges on the input of youth and other community members. 4-H Youth Voices is having an impact!

The Youth Voices Theatre Group's Gala Premiere was in July at the Sacketts Harbor Playhouse. The interactive performance focused on sexual harassment, a topic that really got the audience talking! Youth Voices is using theatre to increase communication between community members,

Georgia:
Members of the Building Academic and Social Skills (BASS) program complete a woodworking project.

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parents and their children on a host of topics related to risk behavior prevention and positive youth development.

Alaska Training and Recreational Activities for Cool Kids (TRACKS)

The University of Alaska Fairbanks Cooperative Extension Service, Eielson Family Advocacy Program, Eielson Family Support Center, and the Eielson Youth Flight have joined forces to offer nontraditional 4-H youth programs to the youth of Eielson Air Force Base through the Alaska Training and Recreational Activities for Cool Kids (TRACKS) program. This collaboration, supported by the USDA/US Air Force Youth Collaboration Project, links existing community resources with existing base resources. The ultimate goal of the collaboration is to develop and implement sustainable youth programs that will be replicable at bases Air Force-wide. To that end, the TRACKS program has attempted to focus on issues important to Eielson's military youth and families.

No issue appears to rise to the forefront more often than deployment and military exercises. With the recent increase in worldwide terrorism and heightened awareness throughout the country, it's no secret that military organizations are increasingly involved in numerous military operations, both at home and abroad, and deployment touches families more now than ever before. The Alaska TRACKS program recognizes that families go through tremendous stress during separation from one another. To address some of the concerns that arise during deployment, the Alaska TRACKS program, along with the Integrated Delivery System (IDS), comprised of all of the base helping agencies, the 354th Logistics Squadron, the 354th Civil Engineering Squadron, the 354th Security Forces Squadron, and the 354th Fighter Wing leadership have devised a mock deployment exercise for the youth of Eielson.

"Operation Bug Out" was designed to offer youth in grades 3 through 8 the opportunity to experience what their parents face during real-world deployments and military exercises. Complete with a recall, briefings with unit deployment managers and a deployment line processing procedure, Operation Bug Out takes the youth as close to an actual deployment as they can be.

Following completion of the deployment processing line, the youth are transported to an undisclosed location for a simulated arrival at Base "X" complete with such stations as field gear, camouflage face painting, tent building, medical moulage, and self-aid buddy care. Additionally, Security Forces personnel, Fire Department personnel, and Explosive Ordinance Device personnel are on-hand to demonstrate their equipment and vehicles. Conducted once annually, this exercise for youth has grown to include an aircraft simulation, search and rescue and team-building exercises, and Meals-Ready-to-Eat (MREs) for all youth participants and adult volunteers. The goal is to provide youth with the opportunity to truly understanding what it means to their parents during a deployment. It is hoped that with this enhanced understanding, many of the stress-

Air Force youth in "Operation Bug Out" experience a mock deployment with Meals Ready to Eat (MRE's) following a medical moulage simulation.

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related issues that families face can be alleviated prior to an actual deployment.

Florida After School Science and Technology Program (ASTP)

The ASTP in Holmes County Florida is making a difference in their community. In addition to homework help and science and technology projects, ASTP also provides middle school youth opportunities to get involved in a number of community services projects throughout the year.

The projects ranged from wrapping Christmas boxes for needy kids, writing and producing a puppet show at a childcare center, helping the local fire department prepare

Christmas stockings, making Valentine's cards and delivering them to nursing home residents to participating in the Holmes County Cancer Society Relay for Life Fundraiser.

As a result of their various projects, the youth's view of community service changed dramatically. On pre/post surveys, the youth originally talked about community service as picking up litter or as punishment for misdemeanors. Just over half felt that they could make a difference in their community. At the end of the year and after many successful community service projects, they talked about community service as helping others or helping their community. The majority felt that they could make a difference in their community.

Technical Assistance to CYFAR Programs

CYFERnet

CYFERnet is a national network of land grant university faculty and county Extension educators working to provide resources to community educational programs for children, youth, and families. CYFERnet works across all land-grant universities to solicit and review publications, quality research information and program materials for Children, Youth, and Families at Risk (CYFAR) staff and others implementing programs. More than 30 universities collaborate on CYFERnet. Anyone can submit educational materials to CYFERnet for review and web publication. CYFERnet is at www.cyfernet.org.

CYFERnet--Program

The University of Kentucky leads the CYFERnet--Program effort. CYFERnet--Program provides technical assistance in programming to CYFAR audiences (State Strengthening and New Communities Projects) and public access through the CYFERnet web site to quality program resources for children, youth and family programs. Co-directors for CYFERnet-Program are Janet S. Kurzynske and Wendy Stivers. The project manager is Kerri Goodman.

CYFERnet--Program Committee

This 23 member committee provides program guidance to CYFERnet. Its members from state and county land-grant universities, State Strengthening and New Communities projects and CSREES review applications for projects developed as a result of the CYFERnet Needs Assess-

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Virgin Islands:
Youth learn how to create
their own web pages.

ment Survey. In 2001 the committee participated in one face-to-face meeting, providing input for CYFERnet--Program tasks.

CYFERnet Editorial Boards

CYFERnet Editors and Editorial Boards have responsibilities similar to those affiliated with a professional journal: determining the content and criteria for the CYFERnet web site and then soliciting, reviewing and posting the best re-search-based materials. In order to coordinate with Extension Cares Initiative, the CYFERnet Editoral Boards were expanded in 2001 to six: Early Childhood, School Age, Youth/Teen, Parent/ Family, Community, and Healthy People/Healthy Communities. The Boards are composed of more than 40 subject matter specialists repre-senting 25 universities and representatives from local sites.

The Editors and Boards have developed a high quality research-based CYFERnet website. After reviewing State Extension publications, more than 700 children, youth, parent/child, community, and health resources meeting CYFERnet standards were added to the site since April 1, 2001. Pres-ently there are more than 2,900 publications on the site. Submission guidelines and a submission template can be found at www.cyfernet.org/ submit.html.

CYFERnet--Program RFAs

As a result of the CYFERnet Needs Assessment Survey implemented in 1999, *violence prevention, parental involvement, and multi-need/diverse audiences* were identified by community level CYFAR program staff. In 2000, RFA's were prepared and announced across the Cooperative Extension System. Applications were reviewed by the CYFERnet--Program team. Applicants were required to meet the standard of multi-state, multi-university, and multi-discipline teams.

Violence Prevention Grant

The University of Missouri was selected as lead state for the violence prevention grant. The goals of the project are to increase awareness of the issue of violence in the lives of pregnant and parenting adolescents, cultural sensitivity about violence in the lives of pregnant and parenting adolescents, and parental involvement in preventing violence.

The framework developed for this project can be used for a variety of violence prevention efforts. A national Advisory Committee was developed and convened to guide the process. In addition, the first cross-cultural video interviews were com-pleted with various Native American cultures, Asian/Pacific Islander, Polynesian and Native Hawaiian cultures. The video footage will be edited to be shown as part of a satellite confer-ence in 2002.

Parental and Family Involvement Grant

The University of Connecticut was selected as lead state for a "parental involvement" task. They are developing a model that includes best practices and quality programs for age-appropri-ate parental involvement in the physical, cognitive, emotional, and social development of children. In the process of reviewing the research literature, it was determined that "parent and family" involve-ment better encompasses the scope of this project.

The working definition as created by focus groups is: *Parent and Family Involvement (PFI) is a term that is used to describe the verbal and behavioral expressions of support, encouragement and commitment that members of a family share with their child(ren) concerning the importance and value of participation in community-based programs of youth development. PFI also refers to the degree of commitment that youth serving programs have to keep family members informed*

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Ohio:
Strengthening Ohio Leadership joined with a local school to conduct a summer Cyber Camp for 152 youth.

and involved in the out-of-school activities of their children. Drafts of two instruments which youth-serving programs can use to measure their receptivity and readiness for parent and family involvement are ready for collegial review and comment.

Multi-Needs/Diverse Audience Grant

Five land-grant universities (1862 and 1890) are in discussions with CYFERnet--Program on the collective development of a multi-needs/diverse audience project.

Interactive Telephone Trainings

Interactive Conference Calls provide an opportunity for the state, county and community site personnel to participate in a learning event without leaving their offices. Registered participants make a long distance phone call to the conference line. Experts in the subject area provide interactive training during a 90 minute call. Reviewed, research based-materials are posted on the CYFERnet web site to enhance the call. In 2001, Interactive Conference Calls were provided on: *African American Inventors, Kids and Computers, Web-Based Training Modules - Program Development and Evaluation, Couples Education, and Parent Education/Being a Parent Educator.*

Marketing

CYFERnet resources were marketed through brochures/exhibits/presentations at American Association of Family and Consumer Sciences, NAE4-HA, and other professional conferences. A CYFERnet electronic slide presentation was developed that can be downloaded from the CYFERnet web site by CYFAR personnel to use for community level presentations.

A CYFERnet tutorial was developed by CYFERnet--Technology to help users more

effectively browse and search the content on the CYFERnet web site.

CYFERnet--Evaluation

The CYFERnet Evaluation team is comprised of Extension professionals and evaluation researchers from the University of Arizona and Virginia Polytechnic Institute and State University. For the past several years, this group has worked to increase the capacity of states to evaluate programs for children, youth and families at risk. This year the Evaluation team recognized several states for their excellent work in this area.

An evaluation curriculum was developed and presented as a training track at CYFAR 2001. The curriculum entitled, "Beyond Basics: Evaluating Community-Based Programs" is currently available on the web and includes sessions on: design issues, using the Internet to find evaluation resources, developing and critiquing survey instruments, and reporting evaluation results. Additionally a session describing the basic evaluation curriculum that was posted on the web in 2000 was also presented at CYFAR 2001.

The second round of the Organizational Change Survey was finished and analyzed in 2001, providing valuable information about Cooperative Extension's ability to support work with at-risk children, youth and families. A total of 24 states participated in this round and the data was reported in a national report comparing results of the 2000 survey to the data collected in 1997. This report highlights the changes that have occurred as CYFAR was graduated into base programming. The report can be accessed on the web through the CYFERnet web site at www.cyfernet.org/evaluation.html.

Pennsylvania: Chester County Migrant Education Program partici- pants with singer/ songwriter Juan Avila.

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Exemplary Program Evaluations

Since CYFAR was established in 1994, Extension capacity to evaluate community-based programs has increased dramatically. In 2001 this in- creased capacity was documented and cel- ebrated. CYFERnet--Evaluation collaborators at the University of Arizona and Virginia Polytechnic Institute and State University solicited nominations of State Strengthening and New Communties Projects that conducted exemplary program evaluations to highlight and document effective evaluation processes for potential replication by other CYFAR projects.   Fourteen were nomi- nated. After interviews with staff and review of evaluation instruments and reports, the following five projects were selected for recognition.

Outcomes for Children

Arizona was recognized for the evaluation of their State Strengthening Project, Youth, Families and Communities. During the five years of funding, over 6,000 students in grades 4-8 received the Postponing Sexual Involvement curriculum along with medically accurate information. The curricu- lum was implemented by teen leaders in partner- ship with teachers or Extension agents. Pre- and post-test surveys were administered to students. The surveys were tailored to the developmental level and cultural group of the young people. Comparisons of pre-and post-data, using t-tests were done within sites. Analysis was done by grade and gender for measures of knowledge, attitude, intention and skills.

Outcomes for Youth

Nevada was recognized for their evaluation of Project MAGIC, a program for first time juvenile offenders. Currently over 900 young people ages 10-14 have participated in the program. The evaluation of this project included both surveys and portfolios. The portfolios were scored using a coding scheme and t-tests were used to show improvement over the course of the program. Pre/post testing found statistically significant changes in decision-making, conflict resolution, goal setting and communication, locus of control and drug-use attitudes.

Utah's Youth and Families with Promise program was a two level mentoring program that paired youth with both young adult mentors and grand- parent age couples or individual mentors.   Men- tors establish a relationship with the identified youth and their family through providing motivation and tutoring relating to reading and academic skills and also participating with them in struc- tured recreation, community service, and 4-H. The evaluation of this program included both qualitative and quantitative measures and data collected from youth, parents, young adult men- tors and grandmentors.

Outcomes for Parent/Family

Montana's Educating Families to Achieve Inde- pendence (EDUFAIM) program provides educa- tional services to low income adults in the areas of parenting, money management, job readiness skills, nutrition and housing improvements. Par- ticipants completed pre/post surveys to assess motivational, cognitive, locus of control and self- efficacy aspects of individual empowerment along with measures of self-esteem, global life satisfac- tion, positive and negative affect, anxiety, and depression. Additionally 74 randomly selected EDUFAIM participants completed in-depth inter- views to learn more about the program from the client's perspective.

Outcomes for Communities

Indiana's Partners for Better Communities, brought together County Extension Boards in five counties to participate in diversity training and

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Utah:
A sweet creation by a boy in the Youth and Families with Promise program.

develop a plan to become more "inclusive" as an Extension Board. As tracking community change can often be difficult, Indiana used an innovative method of community assessment to track community change. Following the training Extension Boards developed action plans to increase "inclusivity" in five major areas. Facilitators then worked with the Boards to rate themselves on an "inclusivity" scale. This type of assessment was conducted annually for five years. Additionally counties reported examples of more inclusive behavior that resulted from following the action plan. Evaluation resouces are available through the CYFERnet web site by selecting Evaluation in the Tools menu.

YAR and State Strengthening Sustainability Studies

Jay A. Mancini and Lydia I. Marek (Virginia Tech) have continued their efforts on the National Youth at Risk Program Sustainability Study. Data are now complete for 92 projects four years post USDA funding. At four years post-funding, 75% of projects were sustained and were continuing their efforts to serve at-risk youth and families. Projects have been sustained by being institutionalized within community agencies, through coalitions that developed through their youth at risk project, by being integrated within the Cooperative Extension system, or by the sharing of leadership between any of these three entities. Cooperative Extension has maintained some level of involvement in the vast majority of projects either in either a leadership or an advisory/resource role. Data will continue to be collected from Youth at Risk projects that track how these projects aimed to at-risk youth and families are continuing, and what Cooperative Extension's role is in them.

Beginning in the Fall of 2001, data collection began with those community-based projects originally funded by the State Strengthening Initiative in 1994. Projects surveyed will have completed their State Strengthening supported work two years earlier. This data collection is designed to understand project continuation processes, the nature of the organizational structure and support for those projects, and the role of Cooperative Extension and the community in sustaining them. A web-based survey was developed and is being used to collect this data.

As data in this part of the CYFAR initiative are collected from year to year they are used to inform the continued development of a program sustainability conceptual framework, as well as the refinement of measures of program sustainability. The most recent report from this research will soon be available on the CYFERnet website: www.cyfernet.org/.

Community Connectivity Study

This study examined how CYFAR connectivity resources have improved technology access and literacy among low-income children, youth and families. Through review of state year end and other reports, six site visits of notable technology based community programs and interviews with key stakeholders, this study found that many CYFAR programs have contributed significantly to reducing the "digital divide" in the communities in which they work. The sites visited were: Santa Barbara, CA, Bulloch County, GA, Dubuque, IA, Syracuse, NY, Washington County, OR, Pierre & Ft. Pierre, SD, and Fairfax County, VA.

The gap between Americans with computer technology access and literacy and those without has been well-documented and well-publicized in the popular media. Through CYFAR, USDA has supported, indeed required, electronic connectivity in community-based programs that serve low-income audiences. In 2001:

Ohio:
Some Cyber Camp All Stars practice their computer skills.

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- 515 computers were placed in low-income communities
- 1,650 additional computers were leveraged through other community organizations
- 8,422 youth, 3,508 adults and 406 community agency personnel were trained

The concept of a "digital divide" is one of the most discussed social phenomena of our era. It may be considered unequal Internet access and usage or it may be considered an unequal ability to make use of the Internet due to other factors such as education, language, etc. The word "divide" is probably inappropriate, since the inequity is not simply a divide between two groups of people but rather a stratification with varying degrees of access to information technology. Regardless of how the digital divide is conceptualized, it is clear that the audiences that the CYFAR program reaches have less access to the Internet and are less technologically literate.

The best way to reduce this inequity is even more complex. Like other inequities, the inequality in technology access and literacy among different groups of people in the U.S. is related to economic, education, political, cultural, and linguistic disparities. These are social divides, not a digital divide. Simply providing access to computers will no more solve the inequities than has equal access to previous technologies such as the television or the telephone. The CYFAR program with its underlying principles (www.reeusda.gov/4h/cyfar/philosophy.htm) and approaches to programming is uniquely positioned to not only increase technology access and literacy among low-income people but grapple with more complex inequities in partnership with community members.

Promising practices identified by this study to improve computer technology access and literacy in low-income communities were:

- **Holistic Programs** address whatever needs that families have and help build their assets to improve outcomes in the long run.
- **Collaboration and Leveraging Resources** enables communities to provide high quality technology education and increases community empowerment and program sustainability.
- **Attention to Nuts and Bolts** such as number of computers, hours of operation, competent staff, appropriate content, and ancillary services is critical to success.
- **Paperless Curriculum** or other strategies to constantly update content is needed to teach about cutting edge technology.
- **Intergenerational Instruction** such as family computer classes and young people teaching adults are often most effective.

This study was conducted by Faye C.H. Lee, Ed.D., University of California and Nicole Sigler Andrews formerly with University of Minnesota. The complete report is available on CYFERnet under Evaluation and Technology.

CYFERnet--Technology

In 2001, the CYFERnet Technology team launched the new CYFERnet web site, providing users with enhanced descriptions on all reviewed resources, permitting more advanced searching of materials, and enabling faster posting of new resources. The graphical look of the system was completely redesigned with new photos, a more logical structure and database-driven listings. Also new for 2001 were a feedback form permitting users to indicate whether they found the materials they were looking for, a redesign of the "Just for Kids" pages, and a set of revised information technology connectivity resources designed for use by CYFAR sites within their community-based programs. The main CYFERnet web page now features a "what's new" box which includes a continuously updated list of

CYFAR

Arizona: Mentors model positive skills when reading to small children.

all new resources added in the last 30 days. Users can also subscribe to this list and receive it monthly through email.

An updated CYFERnet online search tutorial was also released in 2001 making it easier for users to understand how to efficiently search for resources on CYFERnet and other websites. With the success of the CYFERnet model, additional work is now underway to integrate materials from the Healthy People, Healthy Communities and the Extension Cares Initiative into the CYFERnet database structure. In addition to the Web site, the Technology team continues to support over 75 public and internal email lists and live chat rooms that are used to share information nationally.

The Technology team played a major role last year in the release of a new all electronic reporting system for CYFAR state and community projects. The system provides for direct web-based entry of project descriptions and demographic data, making possible rapid and comprehensive reporting on projects throughout the country. For the public, there is a new enhanced web-based search utility to locate community-based projects that address specific audiences with a particular program focus. Finally, a "good ideas" database permits sites to rapidly share activities, approaches, and materials that have worked well at their local sites. This database can be reached through the CYFAR web site State Projects link.

To support the State Strengthening and New Community projects, the Technology team offered a large number of training opportunities. At the 2001 CYFAR conference in San Diego, six three-hour pre-conference technology workshops were provided along with at least twelve regular conference workshops and informal computer lab learning opportunities. For the first time at the conference, science and technology kits of youth-related hands-on projects that could be carried out in conjunction with Internet-based activities

were sold. Over 125 kits were sold to CYFAR and 4-H programs across the country in areas such as robotics, bridges, "funtivity," and model rockets. A special session educated conference participants on how to design youth workshops based on hands-on rebuilding of computers.

Throughout the year, team members hosted conference calls for state technology contacts to share ideas on how to better integrate information technology into community-based programs for children, youth and families. Based on feedback from local programs, a new role for state and local computer connectivity contacts was developed and promoted emphasizing their role in integrating technology into local programming. Comprehensive resources were posted on the CYFERnet web site so that sites would have a better understanding of the appropriate role of technology within their projects (integrating into programs, professional development, participant use of technology, communicating informally with colleagues). The new technology plan encourages sites to think of their technology program more broadly to consider training, equipment, Internet connectivity and programmatic uses. The CYFERnet--Technology team worked with CYFAR program administrators to formalize the role of a community-based connectivity role in each project.

CYFERnet--Technology national presentations in 2001 included a well received seminar at the Agricultural Communicators in Education/National Extension Technology Conference. The presentation outlined the CYFERnet-developed human and technology model for interstate, interdisciplinary sharing of reviewed educational resources and explored the potential for use in other content areas. Team members also presented at the National 4-H Conference, the Urban Extension Conference, and participated in the Extension Digital Divide meeting in Omaha, Nebraska. CYFERnet was formally recognized this year with

Nevada:
YCP Coordinator prepares to hit the trail in Utah with Nellis AFB teens.

a plaque from the American Association of Family and Consumer Sciences.

The CYFERnet--Technology team continues to sponsor and advise the National 4-H Youth Technology Leadership Team and its work with National 4-H Conference and the national 4-H technology web site at www.4-H.org. The Technology team had representatives on the National 4-H Technology Design Team and the National 4-H Technology Conference planning team. Technology team members are busy helping to plan the second National 4-H Technology Conference to be held this Summer 2002 in St. Paul, MN.

CYFERnet continues to set a positive example for how extension services from across the country can collaborate to provide the highest quality resources to children, youth, and family programs.

Healthy People, Healthy Communities Initiative

The mission of the Healthy People, Healthy Communities national initiative promotes the capacity of individuals, families, and communities to increase healthy behaviors and lifestyle choices and make informed consumer decisions. The initiative strengthens community leadership and promotes the formation and enhancement of quality partnerships and infrastructures to meet local health and health care needs. The initiative brings together the extension, teaching, and research resources of the land-grant university system and its stakeholders to address health care issues.

The Healthy People, Healthy Communities Initiative has three goals: 1) Educate and empower individuals and families to adopt healthy behaviors and lifestyles, 2) Educate consumers to make

informed health and health care decisions, and 3) Build community capacity to improve health.

Conferences and Training

The 4th Annual Priester Health and Safety Conference was held in May 2001 in Dallas, Texas. Over 125 Extension health educators, health specialists, state and national administrators, and Extension partners attended the conference themed "Reducing Health Disparities" and rated the speakers and the workshop content higher than any year before. The conference was supported by a grant from the Centers for Disease Control and Prevention

The second Southern Extension Health Institute was held in Kentucky in October 2001. Approximately 20 Extension health educators participated in the week-long, intensive training designed to increase knowledge of health care systems, Extension's role in health and community education and evaluation, and strategies for working with individual, family and community health issues.

Operation Rural Health Works successfully completed its third year assisting communities to measure the economic impact of the health care sector on their community. This program based at the Oklahoma State University, in partnership with the Rural Policy Research Institute, has provided train-the-trainer workshops in close to 40 states, 30 of which have since implemented health impact programs. Rural Health Works continues to receive grant support from the Federal Office of Rural Health and received funding from the Delta project to develop additional modules.

CYFAR

Children, Youth and Families At Risk Program

Hawaii:
Children and parents in Kindergarteners Are Most Precious (KAMP) close the program with a "Mahalo arch."

Information Dissemination

A Health Professionals Database was created in CYFERnet as a venue for Extension educators to communicate and learn from other Extension professionals conducting health education. Extension health educators were invited to voluntarily submit their expertise, experience and contact information for this database. The database is continually growing and Extension professionals are welcome to join at any time.

HPHC/NNH began the process of integrating the resources found at the NNH web site into the CYFERnet resource database. The NNH health categories found on its homepage were reorganized to fit the format of the CYFERnet database and to more accurately reflect the diversity of health programs in Extension. The database can be accessed from both the NNH and CYFERnet web sites.

The monthly electronic health newsletter was distributed to a number of Extension email listservs and was available on the NNH website. The newsletter contained information on current health related news, research, programs, conferences, Internet resources and statistics. It also featured articles submitted by an Extension professional focusing on one of the initiative workgroup topics; such as healthy lifestyles, maternal and child health, violence prevention, agromedicine, healthy aging, and health policy.

A new HPHC tabletop display was developed for use at state, regional and national conferences to share information about the initiative and its activities. Updated HPHC brochures were mailed to every state Family and Consumer Science Leader or Director. Brochures are also being used with the HPHC display and the CYFERnet display. Brochures are available upon request.

Committee members served on CYFERnet Editorial Boards reviewing resources for the Child, Youth, Parent/Family and Community Resource Databases.

Partnerships and Initiatives

It was a busy year for BAPPS - Bridge for Adolescent Pregnancy, Parenting and Sexuality. The BAPPS display traveled around the country to conferences and meetings to inform people about BAPPS projects and activities. BAPPS is developing a new logo and web site to be available by February 2002. Planning is also underway for the April 2002 conference in St. Louis, Missouri. The theme of the conference is "Teen Pregnancy and Parenting: Diverse Contexts and Perspectives". Several of workgroup members are involved in and leading projects in BAPPS related issues across the nation.

The 13 state Cooperative Extension Services and Schools of Pharmacy partnerships initiated in 2000 developed into a national alliance - the "Extension/Pharmacy Alliance for Community Health." Under this alliance, states develop collaborative programs based on the needs of their state and communities. Topics addressed include immunizations, asthma, herbal medicines, health literacy, train-the-trainer programs, and diabetes. Extension and Pharmacy work together with Extension educators, Pharmacy students and/or Pharmacists to increase their outreach and education opportunities to the community.

CSREES and the National Cancer Institute initiated a partnership to bring breast and cervical cancer educational materials to Extension's health educators. The breast and cervical cancer educational materials and program are being piloted in 2002.

National Network for Health - www.nnh.org/

Maryland:
Army and community 4-H members work together on the state's Youth Technology Leadership Team.

2001
Annual Report

Extension "CARES" Initiative

Extension "CARES"...for America's Children and Youth - *A national initiative of the Cooperative Extension System that improves child care, school-age care, after-school programs, and programs for teens in out-of-school time.*

The Extension Committee on Policy (ECOP) approved this initiative for the Cooperative Extension System (CES) in February 1999. The initiative covers the full continuum of education, development and care for children and youth - early childhood, school-age, and teens.

CYFAR programs that have components of early care and education, school-age care, working with teens in out-of-school time, and evaluation are highly encouraged to become involved in the programs and resources of this initiative. The evaluation system will be of particular interest and utility to CYFAR projects.

Management Team and Committees: The management team has representatives from 21 States. Dr. Eddie Locklear, North Carolina State University and Dr. Nancy Valentine, National Program Leader, Cooperative State Research, Education and Extension Service (CSREES) serve as co-chairs. There are sub-committees working under early childhood (includes infant/toddler, pre-school, and family child care), school-age care, out-of-school time for teens, research and evaluation, and marketing and communications. The management team encourages people to join these sub-committees and other opportunities through the initiative.

Web Sites: A web site for information specific to the initiative was established at CSREES at www.reeusda.gov/extensioncares. Information includes: executive summary, concept paper, white paper (which became the strategic plan), the Land-Grant System Report, the management team and sub-committees, university contacts, national roll-out conference information, and analysis of state/multi-state plans.

Research-based information for child care and education for young children is posted on the National Network for Child Care web site at www.nncc.org. The web site currently has over 1,500 resources posted and serves approximately 3 million people a year from over 130 countries. The site has also been recognized by such organizations as The Washington Post, U.S. News and World Report, and NBC Today Show, and Newsweek. For those seeking information for school-age children, working with teens in out-of-school time, and after-school programs, two new sites are under construction and will be marketed soon. To the extent possible, all resources will be cataloged into CYFERnet.

Reporting and Evaluation System: The evaluation team is developing a five-tier reporting, evaluation, and research framework; potential indicators for the objectives of the initiative; collecting evaluation tools; and developing a technology system to analyze and report results.

The reporting and evaluation system will be web-based and easy to use. For those who do not have the ability to access the web, support will be provided for data collection forms to be scanned. County staff will be able to get immediate analysis of the evaluation data that can be used for local marketing and policy efforts. State specialists will be able to aggregate data across the state and/or by region or county clusters. National data can also be aggregated.

This system will be of particular value to all CYFAR Projects who have early childhood, after-school, and teen programs as part of their CYFAR programs. Also, those sites conducting training using the "Moving Ahead" curricula will find this system of great benefit.

CYFAR

Children, Youth and Families At Risk Program

This system is in the pilot phase. For more information, or to sign up for this system, contact Dr. Christine Todd, University of Georgia, ctodd@fcs.uga.edu, 706-542-2817 or Dr. Michael Newman, Mississippi State University, mnewman@ext.msstate.edu, 662-325-3462.

Data Base of County Level Characteristics and Demographics: Dr. Bo Beaulieu, Director of the Southern Rural Development Center, and Dr. Willis Goudy, Interim Director of the North Central Rural Development Center, provided leadership and resources to develop a comprehensive data base of secondary data that offers a broad overview of the conditions of families and children in each state and county. The data base includes broad county-level data that offers a feel for the dynamics of a county—such as poverty levels and family structures. Web site address: www.nncc.org/Research/census/map.html.

Multi-State Template: The evaluation committee has developed a template for a multi-state agreement built on a model developed by the Southern Region. States may use it to document multi-state, multi-disciplinary, and/or extension and research integrated programs conducted under the initiative. This template will document the required 25% of human and fiscal resources required to be committed by Cooperative Extension toward multi-state, multi-disciplinary, and integrated programs.

USDA Resources: USDA has many resources to support child care, after-school, and teen programs, such as money to build facilities from the Rural Development Area, reimbursement for meals and snacks from the Food, Nutrition, and Consumer Service, and research information from Agricultural Research Service and Economic Research Service.

Building Partnership Meeting: The management team designed a meeting in which federal agencies, private foundations, professional associations, and related organizations were engaged in discussions around partnership opportunities. Over 60 agencies and organizations participated in the meeting. A data base of over 200 names was developed as part of the meeting.

21st Century Schools: Extension staff from California, Missouri, Idaho, and North Carolina presented 30% of the workshops at the 2001 Summer Institute for grantees of the 21st Century Community Learning Center money. The Institute was held in Washington, DC.

Department of Education: The Early Childhood Institute at the Department of Education requested a proposal from Cooperative Extension in which Extension staff would take materials developed by the Education Department such as "Building Your Baby's Brain" and convert it to usable information for parents and child care providers.

Linking to Research: The initiative team is linking to multi-state research efforts such as the North Central Project that is looking at components of youth development in out-of-school-time, a North Central Project and Southern Project that is looking at family well-being in the context of welfare reform, and a Western project that is looking at resiliency factors as they relate to victims and perpetrators of violence. In addition, several individual research projects sponsored by the Agricultural Experiment Stations and the Board on Human Sciences (BOHS) support the work of this initiative.

Resources: Two innovation grants totaling $40,000 from the CSREES Administrator's budget were secured.

Air Force Internship Project: A project between USDA and the Air Force is establishing a

California:
The California delegation at the 2001 CYFAR Conference in San Diego.

pilot project to place university students in internships in child care and after-school programs on Air Force bases. Six states are involved in the initial effort. Contact Carol Benesh, University of Idaho at 208-885-4080 or cbenesh@uidaho.edu.

J. C. Penney After-School Partnership:
CSREES staff, National 4-H Council staff, and members of the initiative management team have developed a partnership with J.C. Penney for after-school programming through 4-H. J.C. Penney has contributed $400,000 to build partnerships between 4-H and J.C. Penney stores across the country. Brochures featuring information on 4-H and what 4-H is doing in the area of after-school programs are available in J.C. Penney stores across the country. It is anticipated that continued financial support will be available for innovative 4-H after-school programming, 4-H will gain significant national visibility for 4-H after-school program efforts, and 4-H will be a key player in the Afterschool Alliance.

Shaping School-Age Staff Credentialing:
National and State Extension staff are working at national and state levels with the Council for Professional Recognition and the military branches to develop, pilot, and implement school-age credentialing programs under the coordination of the National Council for Professional Recognition.

Journal Publications: Dr. Nancy Valentine was part of a focus group of federal program and policy staff that developed the content of an article, "Building the After-School Field, A Conversation with Evaluators, Researchers, Policymakers and Practitioners," which was published in "The Evaluation Exchange," Vol. VI, No.1, Harvard Family Research Project, Harvard Graduate School of Education. The Extension Cares Initiative is cited twice in the publication: in a matrix of evaluation projects to watch and a list of programs that are "new and noteworthy."

Presentations: Approximately 30 workshops, exhibits and presentations about the initiative have been presented at several meetings across the country at Extension functions and meetings of other agencies and organizations.

For more information: Nancy Valentine, Ed.D. National Program Leader, CSREES, USDA at 202-720-5347 or nvalentine@reeusda.gov, or Eddie Locklear, Ed.D., North Carolina State University, 919-515-8488 or eddie_locklear@ncsu.edu

Extension CARES - www.reeusda.gov/extensioncares/

CYFAR Liaisons

The liaisons provide on-going support and technical assistance to each of the State Strengthening and New Communities Projects. CSREES has implemented Cooperative Support Agreements with six University faculty who are experienced in child, youth, and family educational programming, educational technology application, and Extension administration. Each of the six liaisons reviews and provides feedback on year end reports and renewal funding applications for nine or ten state projects. They answer program, technology, and evaluation questions and refer the project staff to CYFERnet resources. The liaisons conduct site visits in the early and middle phases of all projects. They meet with Extension Administrators and state, county, and community CYFAR project staff and collaborators. In addition to providing the states prompt and efficient assistance with their programs, the CYFAR Liaisons provide CSREES with current information on both effectiveness and critical issues of the programs. Appendix C lists Liaisons and their states.

CYFAR 2001 Conference

CYFAR

Arizona: Parents and grandparents support their youth by attending Parent Education Nights.

The Children, Youth and Families At Risk, CYFAR Conference 2001 was held in San Diego, California, March 21-24. Over 750 youth and family professionals representing CYFAR projects in nearly every state, Puerto Rico, Guam, and the Virgin Islands participated in the conference -- making it the largest CYFAR Conference ever. Participating youth and family professionals from Air Force, Army, and other collaborating organizations contributed to richness of the 2001 CYFAR Conference.

The success of the 2001 CYFAR Conference makes it clear that today's Extension professionals have made a commitment to providing access to Extension's base program resources to children and families who need to build skills and competencies for self sufficiency.

The 2001 CYFAR Conference had three excellent keynote speakers. **Laurence Steinberg**, Distinguished University Professor, Temple University, focused on the role of family in adolescent development. **Monica Rodriquez**, Director of Information and Education, Sexuality Information and Education Council of the United States, energized the audience as she challenged them to build competence in youth culture. **Nat Irvin**, President, Future Focus 2020, looked to demographic predictions and their implications for children, youth, and families.

The conference also offered five "Interact Sessions," roundtable discussion groups which dealt with issues such as collaboration, nurturing staff, program management, parent involvement, and integrating CYFAR programming into base programming.

Five "Invited Research Lectures" featured noted researchers addressing critical topics with application to CYFAR programming. Brain development, youth and adult collaborative decision

making, multi-culturalism, strengthening youth participation in democracy, and children and the media were addressed.

The "Youth Lounge" provided teen participants at CYFAR an opportunity to get together informally to learn more about one another and their experiences in CYFAR programming. The objective of the Youth Lounge was to allow young people to network with other CYFAR youth, to share ideas and experiences in CYFAR, and provide feedback to the CYFAR Planning Committee on how to increase youth participation and involvement in future CYFAR conferences.

In addition to 40 workshops, five In-depth Training Tracks provided high quality professional development opportunities in youth, parent/family, evaluation, diversity issues, and sustainability. Share Fair had 40 displays and exhibits by community, university and military partners. Technology and computer labs ran from early morning to late at night.

The CYFAR 2002 Conference is scheduled for May 28-31 in New Orleans.

Adolescent Growth and Development Training

In March 1999, and January, May, and August of 2000, CSREES/USDA funded the Adolescent Growth and Development Training (AGDT), "Moving Ahead Together: What Works for Youth, What Works for You?" for 42 teams of Extension personnel. These teams were comprised primarily of County-level 4-H and FCS Educators and 4-H Child, Youth and Human Development Specialists, along with university faculty, program directors and program staff, and other Cooperative Extension personnel. (The USDA/ Army School Age & Teen Project originally

Virgin Islands:
The Deputy Fire Chief talks about fire safety during Fire Prevention Week.

developed this training.) Lydia I. Marek at Virginia Tech conducted a study during 2000-2001 to determine what trainings had been conducted in each state or territory one year after teams attended these trainings (between March 2000 and August 2001 inclusive). A full report will be available through the CYFERNet--Evaluation web site. A brief training update survey was developed and sent to representatives from each of the participating teams.   Based on responses from 41 Cooperative Extension teams from 36 states and the territory of Guam:

- 38 teams in 34 states and Guam conducted a total of 82 trainings during the 12-month period following their participation in the CSREES/ USDA training.

- Training was provided to 2,978 collaborators, volunteers, youth, staff members, military partners, and university colleagues.

- Recognition of the need for youth development training was identified as the primary factor that facilitated training while leadership support, positive working relationships, and staff commitment were also frequently endorsed facilitators.

- Time was the most commonly endorsed obstacle to providing these state trainings.

- The most beneficial aspects of the CSREES/ USDA training focused on

    1) improved understanding of youth development;
    2) improved internal training capacities;
    3) facilitation of team development; and
    4) opportunity for greater and enhanced exposure for Extension Educators.

- Eighteen states and Guam reported that the training had become a part of the base 4-H youth development program in their state.

- Overall, these teams indicated that the CSREES/USDA Moving Ahead Together training was an excellent training that met an existing need within Cooperative Extension:

    The [CSREES/USDA] training was a great experience and gave some wonderful tips and ideas for information. Hopefully we will be able to plan and implement more training in the near future!

    This is an excellent training. Unfortunately, I have had to teach it in pieces and not as a whole. My [volunteer] group found it very exciting and motivating. It was new knowledge to many of them.

    The state now has a team qualified to train youth development staff: agencies and organizations have more effective youth development staff as a result of their participation in this training

Military Partnerships for Youth and Families

Through an agreement between the U.S. Department of Agriculture and the Department of Defense, resources of Army and Air Force are merged with those of CSREES and the Land Grant universities to develop education and research programs which benefit youth and families on military installations.   Increasingly, projects initiated through these agreements are being institutionalized into the ongoing Base Extension programs and Military programs for children and families.

USDA/U.S. Army Youth Development Project

CYFAR

Children, Youth and Families At Risk Program

Building lasting, mutually-beneficial partnerships between Extension and Army Child & Youth Services (CYS) at national, state, county, community, command and installation levels is the intention of the USDA/Army Youth Development Project (YDP - formerly the USDA/Army School–Age and Teen Project).

Currently, 20 YDP Youth Development and Technology Specialists representing 14 state Extension programs are stationed at seven Army Major Commands and at CYS Headquarters. These Specialists provide training and technical assistance to CYS staff at 123 Army installations worldwide, impacting 425,023 eligible Army children and their families. YDP Specialists also help build sustainable partnerships for the benefit of both Army and 4-H children at installations in the 29 states and eight countries/territories.

Army CYS continues to place a high value on 4-H Clubs, increasing their goal of having one active 4-H Club on every installation to having five specific 4-H Clubs on every installation. The five required clubs mesh with other Army CYS initiatives, ensuring an integrated approach to programming and predictable services for a highly mobile population of Army children and youth. Each state with Army installations has identified a State 4-H/Army Liaison that serves as a point of contact. The State Liaisons and YDP Specialists are working together to facilitate communication and collaboration between personnel from local Army installations and 4-H programs. To support this effort, USDA has provided two Army 4-H Club Conferences where teams of installation CYS staff, county 4-H staff and state liaisons come together to develop their action plans for implementation of these clubs.

In addition to the 4-H Club goal, YDP Specialists provide technical assistance to help Army CYS staff meet the following goals: School-age Program Accreditation, Youth Program Excellence,

Integration of Technology, Youth Computer Labs, and Integration of 4-H Clubs, Boys & Girls Club programs and Army baseline programming.

General goals include:

1. Facilitate an increase in participation and program options in Army-operated youth programs.

2. Support comprehensive, positive youth development programming for youth on Army installations and in surrounding communities.

3. Establish and support multi-media computer labs for youth programs on Army installations and to assist in integrating technology into those on-going programs.

4. Support programming for Army youth in the Army's Four Core Service Areas:

    (a) Sports, Fitness and Health;

    (b) Arts, Recreation and Leisure;

    (c) Life Skills, Citizenship and Leadership;

    (d) Mentoring, Intervention and Support Services.

5. Support the Army's baseline programming: Youth Computer Labs, Homework Centers, Youth Councils, Youth Sponsorship, Open Recreation, Community Service, Workforce Preparation and Sports and Fitness.

6. Facilitate implementation of Army performance standards that ensure predictable, high quality youth services Army-wide.

While assigned to the Project, Specialists maintain a strong relationship with their home universities, keeping the universities apprised of Army/4-H collaborative opportunities. YDP Specialists remain actively involved in Extension in other

ways as well, including participation at the CYFAR 2001 and NAE4-HA conferences.

The YDP website offers resources of interest to Extension and Army staff, including a list of Army installations by state and the YDP Specialists who work with them. Other resources on the website include a project overview, information on the partnership, the Computer Lab Operations Manual, the Homework Center manual, the award-winning "Enhancing Your Youth Programs Through Effective Use of Technology" curriculum, job opportunities, and links to a variety of Army CYS & Extension/4-H resources.   The YDP website is at www.usda-army-asat.org.

For information about the USDA/Army Youth Development Project, contact Kevin Montgomery (US Army) at Kevin.Montgomery@cfsc.army.mil or Sherri Wright (USDA) at swright@reeusda.gov, and Andrea Hutson (USDA) at ahutson@reeusda.gov.

USDA/U.S. Air Force Projects

Extension professionals and Land-Grant university social scientists have been collaborating with the U.S. Air Force (USAF) through this partnership since 1995. Currently, three major projects are ongoing. The Youth Collaboration Project, the Department of Defense Healthy Parenting Initiative and the USDA/USAF Family Advocacy Research Program.

The Youth Collaboration Project

The Youth Collaboration Project is demonstrating that Air Force agencies and Cooperative Extension can work together to design and implement strong sustainable youth development programs on Air Force bases across the United States. This three-year demonstration project is developing a model that relies heavily on the contributions of not only the Air Force and Extension/4-H partners, but also other youth serving agencies both on the base and inthe surrounding community.

Nine Air Force bases were invited to be a part of this collaborative effort. The Family Advocacy Program and the Youth Programs of each of these bases have formed a coalition with the local Cooperative Extension/4-H office in order to find ways to achieve the primary mission. Each coalition operates as one of that state's State Strengthening Project sites. Three of these coalitions received special CYFAR funding to hire an Extension Agent responsible for ensuring the success of their YCP programs. The remaining six coalitions developed programs without this special help but with technical assistance from the YCP Coordinator, Ron Drum.

The three CYFAR funded coalitions are at Moody Air Force Base, Georgia; Eielson Air Force Base, Alaska; and Little Rock Air Force Base, Arkansas. The Technical Assistance coalitions are at Nellis Air Force Base, Nevada; Fairchild Air Force Base, Washington; Dover Air Force Base, Delaware; Hickam Air Force Base, Hawaii; Barksdale Air Force Base, Louisiana; and Seymour Johnson Air Force Base, North Carolina.

A "how to" manual for developing Extension/Air Force Collaborations will be distributed to all Air Force Bases in the United States and County Extension Offices with Air Force Bases in their counties. The manual will be available by May, 2002. The project will officially end March 31, 2002, but the collaborations formed by the project will continue into the future.

Alaska:
Operation Bug Out youth participate in a search and rescue field simulation.

For more information, visit the YCP Web Page at www.nvgc.vt.edu/rdrum/ycp.html or contact Ron Drum, 703-538-8472; e-mail: rdrum1@vt.edu

The Department of Defense Healthy Parenting Initiative

In the interest of building resources to support military families, the USAF, acting as Executive Agent for the Office of Family Policy (OFP) within the Office of the Secretary of Defense, and USDA/CSREES entered into an agreement to develop a range of resources to promote healthy parenting among military families. Virginia Tech was chosen to manage the project. The goal of the project is to develop parenting resources that target the unique challenges faced by military families, e.g., challenges related to frequent and/ or sudden separation of parent(s) from children, frequent relocation, and intermittent single parenting. Building on the resource already available to military families, the resources being developed use unique delivery modes and are well suited to 21st Century military families. Requests for applications were developed using the input of a steering committee and nearly 100 stakeholders who participated in a Design Conference. Professionals from three land-grant universities were selected to develop the resources. A team from Cornell University is developing materials for commanders. Auburn University is developing materials to enhance parent-teen relationships. The University of Missouri and Lincoln University are developing a wide range of materials for military families across the lifespan. All appropriate resources developed through this project will be available on CYFER net. The project will be completed in March 2002.

For more information contact Karen Rosen at

Virginia Tech, krosen@vt.edu

USDA/USAF Family Advocacy Research Program

Extension professionals and land-grant university social scientists collaborate with USAF to provide a wide range of research studies necessary for continued leadership and development of their Family Advocacy Program, a program to prevent and intervene in family violence. Land-grant university social scientists provide leadership in making quality research, resources and data bases and best practices available to support USAF families. A variety of research projects have been undertaken, including:

- Evaluation Project: Glenda Kaufman Kantor and David Finkelhor at the University of New Hampshire along with John Landsverk at San Diego Children's Hospital evaluated a variety of prevention programs used by USAF-FAP. They also developed an Evaluation Design Guide which is available for review on the CYFERnet web site: www.cyfernet.org/.

- Central Registry Data Analyses: Joe Pittman of Auburn University has several ongoing projects using the Central Registry Data: one is to describe and predict spousal and child abuse recidivists; another is to evaluate the role of services provided in the improvement of general family functioning. He is also developing offender profiles and examining the role of gender in family abuse.

- Development of Family Violence Prevalence Rate Algorithm: Daniel O'Leary, Richard Heyman and Amy Slep from the State University of New York, Stony Brook are working on a project to develop an algorithm

Utah:
The Youth and Families with Promise Project works to increase interpersonal competence and strengthen family bonds.

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which can be used to estimate the prevalence of family violence in USAF communities.

- **Spousal and Child Abuse Risk Assessment Project:** Dr. Sandra Stith at Virginia Tech and Dr. Joel Milner at Northern Illinois University are working together to develop and pilot test a tool to help military Family Advocacy staff determine the recidivism risk among military families that they assess after an alleged spousal or child maltreatment incident has occurred. They have recently completed a meta-analysis of risk factors that predict spousal maltreatment and are in the process of developing the meta-analysis of child abuse risk factors. They are pilot testing the preliminary tools at several Army, Air Force and Navy installations. When the project is complete, the tool and the manual will be available to Extension professionals on the CYFERnet web site.

For more information about the USDA/U.S. Air Force Projects contact Sandra Stith at sstith@vt.edu or Sherri Wright at swright@reeusda.gov

Massachusetts: The 4-H Gardening program at Franklin Fields proves that hard work pays off with fresh vegetables and bright flowers.

CYFAR

Children, Youth and Families At Risk Program

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A fifth grader enjoys a
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**Children, Youth
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The Youth and Families with
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Children, Youth and Families At Risk Program

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